

EDG 4410 Teaching Strategies and Classroom Management Exam II Review Sheet

Exam Format: 5 short answer questions

1 Short Answer that has to be answered

4 Short Answer (You have to answer 2 of the 4 short answer questions.)

Content:

Questioning Skills:

- Levels of Questions: Low level, intermediate level, high level
- Types of Questions: Convergent, Divergent
- Purposes of Questioning: To increase student involvement, enhance learning, etc.
- Questioning Strategies: Wait Time, Divergent Questions, Prompting, Probing, and Redirection. What are these strategies and when or for what purpose would you use them? For example, prompting involves giving the student hints and clues so that he/she can respond correctly. You use prompting when a student does not know the answer.
- Wait time: What it is, recommended length of time, when to provide it.

ESOL Modules:

- Be able to discuss modifications/strategies you can make to your lessons to address the needs of ESOL students. What are some things you can do to make your lessons more comprehensible to your students?

Microteaches:

- Be able to compare and contrast microteach I and II.
 - Time to prepare each
 - Time to implement each
 - Factors that might influence your choice of one delivery mode over another
 - Degree of student involvement in each type of teach (direct vs. indirect)

Classroom Management - Based on info from the guest speaker's presentation or your Junior Achievement and/or service learning experience:

- Be able to discuss some strategies that contribute to a positive learning environment and be able to explain how they contribute to a positive learning environment.

Peer Editing

- Definition
- Steps in implementing peer editing
- Benefits of peer editing, both from a teacher's and student's perspective.
- How you might implement peer editing in your own classroom